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AUTHOR Lain, Laurence B.
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ABSTRACT

The primary purpose of this booklet is to offer suggestions which will help alleviate some of the burdens involved in producing a school's publications, so that journalistic endeavors will not be damaged by economic difficulties. The first section discusses newspaper advertising and examines such topics as selling advertisements, sales approaches, establishing advertising rates, advertising contracts, billings, designing advertising, graphics, displaying advertising, and printing methods. The second section discusses yearbook advertising and examines such topics as planning the yearbook advertising campaign, staff incentives, establishing advertising rates, billing, record-keeping, a demographic survey of student spending patterns, designing the advertisements, graphics, displaying advertising, and getting the most for your money. Both sections contain a portfolio of exemplary advertisments. (TS)

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Ask THE ADVERTISING SURVIVAL KIT

A Guide to Advertising
in High School Newspapers and Yearbooks

by
LAURENCE B. LAIN
KENNETH BIRCH
JAMES McENEANEY
LINDA J. WILCOX

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FOREWORD

The position of publication adviser offers a strange combination of ambivalence and satisfaction, intertwined with heart palpitations and stomach ulcers. Certainly anyone who has ever taken this post can attest to the many physical and mental demands made upon him. Yet each year thousands of us continue, wondering how to meet these challenges while at the same time filling the needs of our students. It is our hope that this booklet will help facilitate the achievement of these ends.

ASK, the Advertising Survival Kit, actually began as a project in a graduate journalism class at Ball State University in Indiana. After its completion, we realized that we had done much more than just fill a course requirement. The project had become a learning experience for all of us; a tool that we all realized would be valuable to us and to other publication advisers.

The financial management of a school publication is certainly one of the most difficult and frightening tasks any adviser must face. Yet it is a necessary job, crucial to the success of any journalistic program. Rising costs have driven many yearbooks out of the students' price range, and restricted the frequency of newspaper publication dates to so small a number that the paper ceases to function as a medium for timely local news. The only viable answer to such economic pressures lies in an effective revitalization of newspaper and yearbook financing which recognizes that high school publications, however small, are real media which can offer a service to local businessmen. Presented properly, an advertising campaign offers potential profit not only to the publication, but to businesses as well.

ASK presents a complete outline for conducting an advertising campaign, as well as a list of suggestions that yearbook advisers may find invaluable in cutting those unexpected (and sometimes hidden) costs that so many yearbook contracts entail.

We realize that this booklet is no panacea for all the pitfalls advisers will encounter. Financial management of a publication is, of course, merely one segment of a large and complex organization which demands the utmost of an adviser in both patience and ingenuity. Our hope is simply that this booklet will help alleviate some of the burdens involved in running your school's publications so that journalistic endeavors will not be choked by economic difficulties.

Laurence B. Lain

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NEWSPAPER ADVERTISING

This section was designed to help you, the adviser and the publications staff, put together a successful advertising section in your newspaper. It is flexible enough to be adapted to almost any size school paper, so please use it to suit your needs.

Millions of Americans are exposed to hundreds of advertising messages daily. In part, the influence of advertising has persuaded people to want better products and services, to improve their styles of living, and to take better care of their health.

Advertising creates an awareness about old and new products and services. It stimulates wants, depicts differences among various products and services, and demonstrates how various needs and desires can be satisfied.

Advertising, with its important role of informing and influencing consumers, has become an economic and social force in society. Modern business enterprise must improve product development, pricing, packaging, distribution and retail service to remain competitive, and must also introduce new products and services to attempt to gain sales advantages.

The mighty impact of advertising is not lost on high school students, for much advertising is aimed specifically at them. They comprise a potential market of hundreds of millions of dollars a year, a purchasing potential which few businesses can afford to overlook. It is one function of the high school press to convey information, in the way of advertising, about available products and services of interest to high school students, to this potential market, using the proceeds thus derived to help finance the publication in which they appear.

A sample demographic survey has been included to help you determine what your student body purchases, and where this purchasing is done. The survey can easily be modified by adding or deleting questions to suit your school's particular situation.

The next section provides suggestions about how to use the information obtained from the survey to put together a successful advertising campaign, ranging from what potential advertisers to contact, to how to approach a prospect and persuade him to purchase advertising space. Also included are tips on how to take care of an advertiser after the sale is made. Servicing an account is, ultimately, just as important as selling it.

Ad layout and design does not have to be difficult. Quick instruction on how to design an ad can be found in the basic layout and design section, as well as suggestions on the most attractive and productive ways of arranging the advertising on the newspaper page.

Do you publish with offset, letterpress, or mimeo? Discussed are the differences among the three, how they affect the types of ads you use, and how to use them more effectively.

At the end of the section is a portfolio of ads from high school newspapers from around the country. Many different types of ads are pictured in this section. Do not hesitate to use the ideas; they have been included for that reason, and to demonstrate that good advertising is easy, and being used by all types of papers.

Finances can help make or completely break a school paper. Samples of bills, rate cards, and contracts are provided in this section to help make the financial aspect of school publication easier to understand and deal with.

If you have advertising problems or questions, "ASK" the newspaper section and adapt the suggestions to your paper. Advertising need not be the headache it sometimes is, and it can help you produce a better and more profitable high school newspaper.

SELLING THE AD

This questionnaire is intended to estimate weekly student expenditures. The range of questions attempts to cover every aspect of student spending, but questions may be added or deleted to fit each school's needs. A large school, for example, may want to place some of the related questions into a single category to expedite the summarizing of the results of the survey. This, too, will aid the large school in completing a summary fact sheet for the sales brochure.

The method of conducting the survey may present a problem for larger schools. A small school may administer the survey to all students whereas random or selective sampling is suggested for large schools, but selective sampling should provide a more fair and effective survey. A range of students from all social and economic communities within the school should be represented in about the same percentage they occur in your school.

The results of the survey should be averaged and placed on a summary fact sheet. The advertising sales staff should then use the questionnaire as a persuasive selling point with their sales brochure.

STUDENT SPENDING SURVEY

Our school newspaper and yearbook are taking a survey of our student body to get a comprehensive look at the earning and spending habits of the students of this high school. We would appreciate your time in filling out this questionnaire. You need not sign your name. Thank you very much for your help.

Date ..... age .... grade: Fr. .... Soph. .... Jr. .... Sr. ....

male ..... female ..... white ..... black ..... latino ..... other .....

Do you get an allowance? Yes .... no ..... If 'yes' how much do you get per week: ..... Do you have a job? yes .... no ..... If 'yes' how much do you earn per week? ..... Do you have a personal charge account? ..... Do you use your parents' charge account? .....

Do you have a checking account? ..... Do you have a savings account? .....

If 'yes' what is its purpose? .... higher education .... career .... car .... other (.....)

Do you have your own: car .... motorcycle .... bicycle .... typewriter .... radio .... television .... stereo/record player .... boat ....

What is your total weekly income from all sources? $.....
On the average, how much of that do you save? $.....
How much do you spend in any way you wish? $.....
In the following section, please estimate how much money you spend each month on the items in each of the catagories listed.

category	*examples*	*amount spent per month*
1. clothing	shoes, suits, sportcoats, jackets, shirts, blouses, jeans, ties, slacks, underwear, lingerie, sleepwear, socks, hosiery.	
2. accessories	jewelry, wallets, belts, purses, keychains, etc.	
3. grooming	haircuts, hair styling, shampoo, hair color, all hair care products.	
4. toiletries	toothpaste, deodorant, razor blades, shave cream, personal products, etc.	
5. auto	car payments, insurance, tires, auto accessories, gasoline, oil.	
6. hobbies	sports equipment, hobby supplies & material, etc.	
7. pets	pets and pet supplies	
8. music	musical instruments, records, tapes, shows & concerts	
9. recreation	movies, football & basketball tickets, club dues	
10. reading matter	books, magazines, newspapers	
11. lessons	music, dance, flying, tennis, etc.	
12. travel	trips without family	
13. camera	film, processing, darkroom supplies, etc.	
14. sewing	fabrics, knitting & sewing supplies, etc.	
15. gifts	all gifts	
16. supplies	paper, pencils, all school supplies, stationery, greeting cards.	

In the following section, please estimate how many times each month you eat at each type of eating establishment.

type	*examples*	*how often*
1. steak	Ponderosa, Bonanza, Mr. Steak, Herford House	
2. hamburger chains	McDonalds, Burger Chef, Biff Burger, Friendly Foster, etc.	
3. ice cream	Dairy Queen, Baskin Robbins, Bresslers, etc.	
4. pizza	Pizza Hut, Pizza King, etc.	
5. specialty chains	Chicken, Fish-n-chips, Taco Bell, Arby's, etc.	
6. drive-ins	Dog-n-Suds, A&W, etc.	
7. all-purpose, sit-down eating establishments		

Do you assist in making decisions on family purchases? yes .... no ....
What kind of advertising influences your choice of products or stores? (check all that apply): newspaper ...., radio ...., television ...., magazine ...., billboard ...., window displays ...., other .....

THANK YOU FOR YOUR TIME ! ! !

Interpreting the results of the survey should present little problem for the staff once final tallies are made and percentages and figures are entered on the summary sheet. Clearly, those merchants in the community who receive the largest share of student money are the prime prospects for calls by advertising salesmen. Where two or more stores compete for student business in the same area, whether it is records, clothes or jewelry, the obvious advantage of advertising in the school press can do more to sell advertising space than the best-planned sales talk. Assemble the facts, and do it in such a way that those facts will do the major job of selling advertising.

An effective way is usually to prepare a mimeographed brochure, which may be given to businessmen for them to examine at their leisure, which reports the results of the survey, and provides information about the circulation of the school newspaper among the students it serves. In a school where students receive the paper free, or where the cost of a subscription to the paper is deducted from the students' book rental fees or other source, stress the fact that the paper reaches the hands of every student in the school, that distribution is one hundred per cent. No other advertising medium, not the commercial press, not the most popular rock music radio station in town, not even a large billboard in front of the school, will have the potential of reaching more students.

If, as is more often the case, circulation is less than a hundred per cent of the student body, concentrate on the number, rather than the percentage, of students who receive the paper. And remember that in actual practice, these figures are apt to be a bit low, since the number of pass-along copies is usually considerable. Your actual circulation, in terms of number of actual readers, may well be double the number of copies of your paper printed. Point this out in your advertising brochure.

The brochure should also focus on the amount of money students have to spend. For example, a sample of 100 students selected from a student body of 1000 may show that those students spend an average of eight dollars a week on car, clothes, records, recreation, snacks, and other personal items. By extension, the 1000 students in the school would have $8,000 a week to spend, more than the entire annual incomes of many wage-earners. These same students are spending $32,000 a month or $288,000 during a nine-month school year, in the community. When such facts are presented, ads often sell themselves, for every merchant in the community is interested in getting his share of that quarter-million dollar market. Advertising in the school press can help a business tap that market.

Once the figures are in and the brochure prepared, it is time to map out campaign strategy. Particular emphasis will be placed, of course, on the areas where most student money is spent. But advertising salesmen should be taught to point out that advertising can create new needs and desires, besides merely showing how current needs can be satisfied. So do not ignore a particular element of the business community simply because relatively little demand exists in that area. A series of well-planned advertisements can create a demand for a product where none existed before, if the product is one of legitimate interest or usefulness to students. Such ads simply point out a particular need, which although real, may not have been previously recognized by the student market.

For example, twenty years ago there was little or no insurance advertising in the high school press. Today, with a high percentage of high school students owning or having the unlimited use of automobile and motorcycle, there is a real market among young people for insurance and insurance information. Some schools have recognized this change, and have proved their point to local insurance agents, who have become frequent advertisers in those papers. Many papers have not yet explored this area, however, and may be missing hundreds of potential advertising dollars.

No attempt is made to imply that all elements of the community are suitable for the solicitation of advertising by the high school press. Some are clearly not. A publication should not solicite or accept advertising from a firm whose product or service the publication cannot reasonably hope to sell. At one time the advertising columns of high school papers were filled with ads like

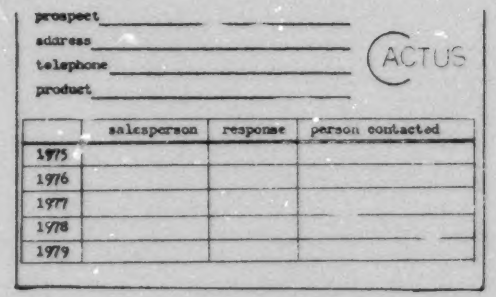
COMPLIMENTS OF BLAKE'S MARKET

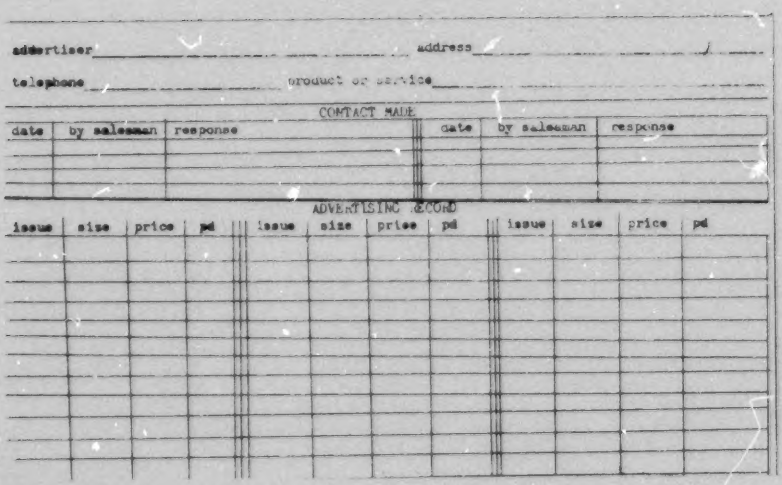
and dozens of such ads, all neatly boxed, appeared issue after issue. Few high school publications solicit advertising as charity any more, however. Advertising is a two-way street; if a paper accepts an advertiser's money, the paper must attempt to sell the advertiser's product. No advertiser should be asked to help "boost" the paper or support the school; the paper must try to sell its advertisers' products.

When a list of potential clients has been established, it is time to begin making sales calls. Some sort of system of keeping track of prospects and the results of sales calls is recommended. No businessman likes to be bothered about the same thing more than once and by several different people; many ads have been lost because, after buying an ad from one salesman, he has had to interrupt his business to meet with two or three other representatives of the same publication, each trying to sell him an ad.

A card file system may be the most efficient and the most simple method of keeping track. Each prospect is listed on a file card kept in the advertising area. (see sample) When he is approached by a salesman, information about the sales call is recorded on the card, and the card file

should be checked for the most up-to-date information before any salesman calls on any customer. Such a system will 1.) prevent unnecessary duplication of effort, 2.) prevent antagonizing prospects with multiple sales calls, and 3.) insure that every prospect is called on. It is an easy matter to flip through the cards to find those prospects on whom no salesman has called, or who have not been approached for some time.





SALES APPROACHES

The finest preparation, however, is worthless unless an ad salesman can close a deal. While the preparation can and will greatly enhance his chances of selling an account, a salesman must still approach each prospect with both respect and conviction, create a favorable impression and conduct himself professionally if he is to stand any chance of success.

The sales approach guidelines which follow are intended to serve as basic procedure for advertising staffs. They will help staffs to be better organized in talking to a prospect, to have more confidence and to make a more businesslike impression on potential advertisers.

The way an ad salesman is dressed can play an important psychological role in the success or failure of a sales call. Slacks and sportshirt, or dress or pants suit will project a better, more professional image of the salesman than jeans and sweatshirt, and this psychological impression can do much to determine the results of a client contact. Consider dress and grooming an integral part of your sales campaign; all other things being equal, the better-groomed salesman will be more successful than his poorly-groomed counterpart. When approaching a merchant, particularly in his place of business, it is important for a salesman to avoid negative reactions from the merchant.

Few things seem more difficult to the beginning salesman than actually making his first contact. The inclination certainly is to mumble apologetically, blurt out "Do you want to buy an ad in the school paper?" and duck out the door as quickly as the opportunity arises. This is an injustice to both the publication and the businessman. Ad salesmen should remember that they are *not* begging or asking for charity, but are offering to show the merchant how the school newspaper can help him increase his profits in exchange for his financial support of the newspaper that will carry his advertising. This is precisely the same sort of arrangement he expects with the local daily newspaper; the difference is solely that his advertising in the high school paper will be directed at a specific age group.

The following outline of a sales call may help the inexperienced salesman through the first half-dozen calls, and provide a new idea or two for the veterans of the ad staff.

1.) Introduce yourself.

2.) Explain who you represent.

3.) Be polite and state your purpose. (Your purpose is not only to sell an ad, it is to help the businessman capture or retain his share of the 14-18 year-old consumer market. This, then, is not the time to say, "Would you like to buy an ad?" Say, rather, "I have some figures that show how you might tap an increased share of the quarter-million dollars spent by our high school students in this community.")

4.) Sales pitch showing brochure

a.) results of purchasing survey stressing the dollar figure spent by high school students in the community.

b.) circulation and readership potential of the newspaper. (And don't forget to mention that many papers find their way home to parents and other potential customers.)

c.) relate a.) and b.) to the situation of the merchant. Explain how advertising in the high school newspaper can stimulate a demand for his product or service.

d.) present examples of possible ads for his product. These can be made up in advance when you know you are going to call on a particular prospect. Come equipped with suggestions for photographs and illustrations, sales ideas, and design ideas.

5.) Show the prospect your advertising rate card, explain anything that may be unclear, and suggest a size and frequency of ad that he might wish to run, based on one or more of the ideas you presented in 4-d.

6.) Go over other items in the contract with the prospect, placing particular emphasis on the areas in which the paper will serve the advertiser, such as by providing a complimentary copy of the paper each time it is issued, and calling frequently to inquire about a change in copy. This is another good opportunity to stress that an ad purchased in the high school paper is designed to benefit both publication and advertiser.

7.) Ask the prospect to purchase the ad. (There is an old sales technique, still useful, in which the salesman never gives the customer a chance to say "no." At the close of a sales pitch, the salesman should not ask, "Would you like to buy the ad I have described?" because it is too easy for the customer to reply with a "no." Instead, give the customer a choice: "Would you like this ad to run in every issue or in every other issue?" Or "Would it be more convenient for me to pick up your ad copy in the morning or the afternoon next week?" While such a question may sound contrived and unnatural to the inexperienced salesman, it is a technique that works, and the psychology behind it is sound.)

8.) Sign the contract. Leave one copy with the customer and file one copy in the publications area.

9.) Whether you have made a sale or not, thank the prospect. It will carry on the favorable impression you should have already created, and leave the door open to future meetings on cordial terms.

10.) *Service your account*! Don't forget about an advertiser once you've sold him an ad. See that he gets his paper each week. Check regularly for changes in his copy. Suggest new approaches he might not have considered. Inform him promptly of any changes in the production schedule that will affect his advertising. Try to make his ad attractive and effective; he is paying money to your newspaper to try to sell his product. Help him! These steps will make him a much easier prospect to sell next year.

BUSINESS PROCEDURES

School publications which find themselves in financial trouble are often able to trace their problems to a lack of sound organization in their advertising departments. It is highly desirable to set up the ad department in a formal and professional way because to do otherwise gives the student ad staff a distorted picture of advertising finances, and because a less formal organization invites financial difficulty.

Here, then, is the place to discuss the establishment of rates, contracts and billing forms and record-keeping. None of these need be complicated. It is only necessary for the adviser and business manager to be aware of the publication's financial situation, be able to project it into the future, and keep track of its commitments to its advertisers.

ESTABLISHING ADVERTISING RATES

It should rarely be necessary to radically change advertising rates; minor adjustments from year to year are usually all that are required. New publications must be able to figure what they will charge for advertising space, however, and every publication must have a budget, so by budgeting funds and projecting income and expenses it should not be difficult to establish an ad rate, or bring an old rate into line with newer costs. The easiest way to get a financial picture of the publications year is to draw up a chart.

EXPENSES:

Printing and engraving .....$
(See your printer about this one. Tell him what sort of newspaper you have in mind — page size and paper stock, number of pages, number of photos, number of copies, etc., and he will be able to give you a good idea of your cost per issue. Then multiply that by the number of issues you plan to run.)

Photography (film, paper, chemicals, equipment, etc.) .....$
(Ways of organizing the photography department vary. Some schools have elaborate, professionally equipped darkrooms, others manage nicely with Polaroid pictures. A typical figure would be $5-$10 per issue, but it could easily be either more or less.)

Dues, contests, conventions, workshops .....$

Supplies .....$
(typing paper, pencils, rulers, composer paper, whatever is needed to put out each issue.)

Postage .....$
(If you mail your paper to advertisers and other schools, it is often cheaper to send it at the non-profit organization bulk rate, if your school has such a permit, then first class or on a second-class permit. You must, however, send out a minimum of 200 pieces. Check with your school's bookkeeper.)

Awards, prizes, etc. ..... $
(These, and the cost of a publications banquet or picnic, may be budgeted here, or may come from some other fund such as Quill and Scroll, Future Journalists of America, etc.)

Equipment (purchase and/or upkeep) ..... $

Sub-total ..... $

Emergency ..... $
(Since no budget is foolproof, and emergencies do arise, we recommend that an additional five per cent of the sub-total be added into the projected expenses. This should cover price increases, unexpected equipment breakdown beyond that projected, and other unforeseen expenses.)

Total ..... $

INCOME

While it's a lot more fun to think about money coming in than going out, it pays to make income estimates a little on the conservative side; it's even more fun to get more money than you thought you would!

From school board, book rental fees, activities ticket, etc. ..... $

Subscriptions ..... $
(If subscriptions are sold, here is where it is necessary to set a campaign goal.)

Single copy sales ..... $
(A goal is again required. Last year's sales figures can help; try to increase them by ten or twenty per cent — but only project what you really plan to sell!)

Total ..... $

Needed from advertising ..... $
(Again, for safety's sake, set your advertising needs about five per cent above the actual figure required.)

Now you have a dollar figure of how much advertising your newspaper will require. The next step is to convert that into an advertising rate. First figure how much advertising per issue you require by dividing the total amount needed by the number of issues planned. This is your break-even point, the amount of advertising dollars you must average per issue over the course of the year.

How much advertising, in terms of volume, can you carry? If your paper is four pages, carrying advertising in more than 20 to 25 per cent of the total space will discourage readership and severely limit the amount of copy you can carry. A paper of six, eight, or more pages may carry as much as 35 to 40 percent advertising.

Figure the number of column-inches of advertising you require per issue by taking the desired percentage of the total number of column-inches in the paper. By dividing the number of inches needed into the number of dollars needed, you will arrive at the approximate figure you should charge for an inch of advertising space. (See the sample worksheet, illustration 2)

Some schools give discounts for larger ads, or for frequent insertion. If you elect to do that, it is wise to increase your base rate by 20 to 25 precent over the figure you arrive at. If you decide on a flat column-inch rate, a ten percent cushion should be enough.

SAMPLE WORKSHEET

Expenses		*Income*	
printing and engraving	$4500	from school board	$2600
photography	$ 250	subscriptions	$ 0
dues, contests, etc.	$ 100	single copy sales	$ 0
supplies	$ 200	total	$2600
postage	$ 50	needed from advertising	$2913
awards, banquet, etc.	$ 50	5% cushion	$ 146
equipment	$ 100	total needed	$3059
sub-total	$5250		
5% emergency cushion	$ 263		
total	$5513		

1. total needed $3,059.
2. number of issues planned 30
3. amount needed per issue $102. (1 ÷ 2)
4. number of pages per issue 4
5. page depth in inches 14
6. number of columns per page 5
7. number of column-inches per issue 280 (4 x 5 x 6)
8. percentage of advertising desired 20%
9. number of column-inches needed per issue 56 (7 x 8)
10. amount per inch $1.82 (3 ÷ 9)
11. advertising cushion desired 10%
12. cushion $.18 (10 x 11)
13. base rate $2.00 (10 x 12)

THE ADVERTISING CONTRACT

The contract is, of course, the key document in the advertising program. It sets forth in simple language the agreement between the advertiser and the school, and what is expected of both parties. It need not be legalistic in tone; a simple but unambiguous document is best.

The sample contract illustrated below consists of four parts: the agreement, the rates applicable, extra-cost items and insertion schedule. It is desirable that all these be included in the contract, since it will eliminate the need for extra rate cards and schedules, and will help clarify the advertising agreement.

Two copies of the contract should be made: one for the advertiser and one for the school; both should be signed by the salesman and the advertiser. The school's copy should be kept in a file folder accessible to both adviser and ad staff, along with ad copy for the firm, mats, glossies, or negatives of the ad, and other material necessary to service that account.

The agreement, the first section of the contract, is a statement by the advertiser that his firm will purchase a specific amount of advertising space in the school newspaper, at the time and price indicated elsewhere in the contract. The agreement also sets forth billing procedure and arrangements for the inclusion of specific copy in the ad.

The agreement is also the place for the signatures of the representatives of the company and the newspaper, and insistance on this formality can save a publication many dollars a year. Each year every adviser is faced with a phone call from an angry merchant demanding to know why he has received a bill for advertising in the high school newspaper when he signed no contract for it. A quick check of the school's copy of the contract often reveals that the ad was authorized by an assistant manager, or even the wife of the caller, and dollars are collected which might otherwise be lost.

Being able to pinpoint the student who sold a particular ad can often help clear up misunderstandings in the copy the ad was to contain, its design, or the way in which the account was to be serviced.

The rate card should also appear on the advertising contract. It may be simple, if a flat rate per column-inch is charged, or it could be more complex if space or frequency discounts are offered. But the appearance of the rate schedule on the contract positively eliminates the confusion caused by a salesman who is out of rate cards but who is "sure" he remembers the charges for a service, or the problem created by a salesman who can really drum up business – but who doesn't work with figures nearly as well.

In the same way, the schedule of extra-cost-required items will prevent a customer unhappy with an unexpected charge for a reverse or an engraving from complaining that he didn't know about the charge, although salesmen should be cautioned to point out such costs to the client when the account is sold. Advertisers should expect to pay school papers for unusual expense incurred in making up their ads, just as they do with commercial newspapers; but it is good business to let an advertiser know in advance how much a particular service *will* cost.

Finally, including the possible insertion dates in the contract will show the advertiser that the paper has committed itself to a production schedule and that he may expect to have his advertising message presented conscientiously. It is certainly a help to allow your prospect to see fixed dates to which you are committed than to ask him to take an ad "every other issue once we get started."

Care in preparing advertising contracts can, for many publications, mean the difference between red ink and black at the end of the year.

(sample contract)

THE SURVEY

Publication of Marion High School
750 W. 26th Street, Marion, IN 46952
(317) 664-9051

date .....

page

The undersigned firm hereby agrees to use ..... column-inches of advertising space in the SURVEY in each of the issues checked below.

The undersigned agrees to pay any cost incurred by the SURVEY in preparing extra-cost-required advertising, according to the schedule below.

A copy of the SURVEY containing each insertion of the advertising will be furnished to the advertiser. All advertisers will be billed at the end of each month for the space used during the month. A tearsheet of each advertisement will be sent with the bill.

Desired copy may be attached to this contract or specified clearly on the back. A salesman will check with the firm regularly for advertising copy or, at the request of the advertiser, ad copy will be prepared or designed by the advertising staff of the SURVEY.

Firm name ..... telephone .....
address ..... signed .....
for the SURVEY ..... title .....

RATE SCHEDULE

Rate A	per column inch	$ 1.50
Rate B	one-eighth page (9½ cl/in)	$13.00
Rate C	one-quarter page (19 cl/in)	$25.00
Rate D	one-half page (38 cl/in)	$45.00
Rate E	full page (75 cl/in)	$80.00
Rate F	twenty or more insertions	10% off

EXTRA COST SCHEDULE

spot color	$20.00/color	stuffing charge	$25.00
color separations	$100.00/set	b/w photos	$2.0(
Preprinted inserts	$20.00/page	reduction of art/photos	$2.0(
		reverses (white on black)	$2.5(

INSERTION DATES

(Check date for each insertion)

....Sept. 7	....Nov. 16	....Feb. 8	....Mar. 29
....Sept. 21	....Nov. 21	....Feb. 22	....Apr. 19
....Sept. 28	....Nov. 30	....Mar. 1	....Apr. 26
....Oct. 5	....Dec. 7	....Mar. 8	....May 3
....Oct. 12	....Dec. 14	....Mar. 15	....May 10
....Oct. 19	....Dec. 21	....Mar. 22	....May 17
....Oct. 25	....Jan. 11	....Basketball special	....May 24
....Nov. 9	....Jan. 25		

THE LOG BOOK

After the ad is sold and the contract is signed, careful record-keeping is required to make sure that the client's advertising appears correctly in the issues for which he has contracted. A simple and effective way of keeping issue-by-issue advertising straight is through the use of a "log book," which can be nothing more than an ordinary lined composition notebook. The date of each issue is written at the top of the pages of the log, and each time an ad is sold for a particular issue, the name of the advertiser and the size and price of the ad are entered on the page for that issue.

The adline, or ads contracted for each issue, is available at a glance for the ad staff to see on which issues they must concentrate their sales, and for the editors to determine whether to run more or fewer than the normal number of pages in the issue. The log book also eliminates the necessity of going through each contract folder before each publication date to list the ads that are to be run; all ads are listed in the log as soon as they are sold and before the contracts are filed.

Columns can also be added after the names of the advertisers to indicate whether a member of the advertising staff has picked up the copy for each ad, and to indicate how the ad is made up in its final form, whether in paste-up, set in type, or merely roughed for the printer.

After the pages for the issues of one month should be a page for a monthly summary. The summary should list all advertisers who have appeared in the paper during that month, the issues in which they advertised, and the total amount due for the month. Columns may also be added to indicate the date that each firm was billed and for marking the receipt of each payment. Such a system provides relief from the drudgery of a system in which the accounts of each firm are kept on separate pages, and where each page must be checked before each issue, and again monthly, to be kept up-to-date.

ADVERTISING LOG

Date of issue _____, 19____

advertiser	size of ad	cost of ad	copy	ad made up	comments

MONTHLY SUMMARY

for th month of _____, 19___

Name of advertiser	issues run	TOTAL DUE	date bill sent	PAID	

THE BILLING FORM

While there need be nothing elaborate about a publication's billing form, two things should be kept in mind: it should be simple, and it should be standard. All billing statements that come from a school's publications department should follow the same form, to simplify their handling by the ad staff, and to assure advertisers that their accounts are being handled in a competent, professional manner.

The top of the bill should contain the school's name and address, telephone number and name of publication. On it should be written the name and address of the firm billed, the date, and the amount due, as well as instructions to detach and return the upper portion of the bill with the payment.

The bottom of the bill should again contain the school's name, address and phone number, and the name of the publication. On it should be written an exact description of the charges, fully itemized, for which the bill is tendered.

Two copies should be made of the bill, and the carbon should be filed with the advertiser's contract. When payment is returned, it should be noted in the log book, and the top half of the bill, which was returned with payment, stapled to the carbon copy of the bill.

DESIGNING THE AD

The display ad occupies most of the advertising space in school publications. Therefore if the ad is to have sales appeal, it must be attractive and interesting. Students are the readers, so the ad must appeal to them.

Possible variations of ad layout are great, however some ads are more effective because the designer can get the reader's attention. The effective layout must create a sense of movement. Copy and illustration that is centered in an ad with an equal amount of material on either side is poor advertising. A designer must find the optical center of an ad in order to create movement. The optical center is located to the left of the mathematical center and two-thirds of the way up from the bottom of the ad.

The position of greatest attention is the optical center. It is at this point that the reader's eyes focus upon the ad. Here the designer puts the most important block of copy, headline, or illustration. From this, the designer builds out and arranges the remaining material so that the reader's eyes flow naturally through the ad.

The headline is the most important part of the ad copy. If the reader's attention is not captured by the headline, the rest of the copy, however beautifully and persuasively written, is usually lost. Therefore, the headline should be the keystone of the ad. It should usually be located near the top, command attention, and indicate what is advertised. In length, the head should be short so the reader can quickly grasp the thought, and should be clever or informative so the transition from headline to body copy is smooth.

The body copy is used to reinforce the headline. Be specific; avoid general statements. Definite products in which students will be interested should

be mentioned. The effective ad makes the reader want to buy the product, so suggest this sort of desired action at the end of the ad.

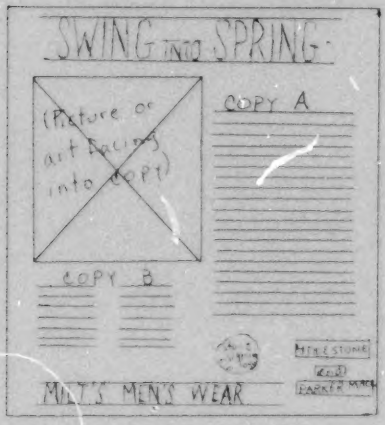
Whenever possible an ad should contain a photograph or illustration, most often located at the optical center of the ad. Such art should be attention-getting and show the product being sold. Hand-drawn art of bold design, or a photograph picturing students from the school, attract readers, and advertising that will be seen and read by the students is a large selling point with potential advertisers.

If there is only a small amount of copy in the ad, sketch it in rough form by making it actual size and printing in the copy. The name, address, and telephone number of the store will usually appear in the lower right-hand corner of the ad for this is where the eyes of the reader are most likely to leave the ad.

If there is to be a large amount of copy in the ad, plan the ad in two sections. First draw the ad actual size on the left side of a piece of paper, and hand print the material in large type such as the headline and the name of the advertiser. Block in the smaller copy (see illustration 8) and type or print it out to the side.

Avoid small ads when possible as they tend to get lost on the page. Larger ads draw the reader's eye and attention. Pictures, artwork and slogans can be applied to large ads much more easily than to small.

Most papers find it difficult to turn down any ad, even one-inch ads, although some papers have successfully limited advertising to ads of at least three column-inches. But papers that do carry smaller ads must be prepared to meet the challenge of designing effective small ads. Reversing such an ad, that is, running it white on black, is one way to make it stand out, and using an unusual typeface may do the same. The message, however, must usually be limited to the advertiser's name and address, and a trademark or slogan of some sort.



Copy A
written or typed to the side

Copy B
written or typed to the side

If a school publication is to attempt to offer real service to its advertisers by presenting their products and services in an attractive way designed to help increase the sales of the advertiser, well-designed and carefully planned ads are a must.

GRAPHICS

Every school needs help in making its advertising as graphically exciting as possible for little money. There are now a variety of helps available, although they are primarily for the offset newspaper.

TYPE

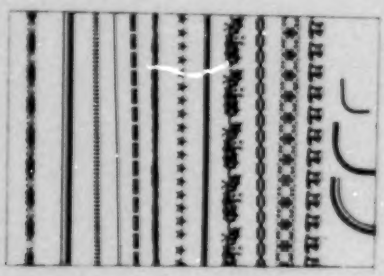
A growing number of companies now offer hundreds of different type faces in all sizes and styles in dry transfer lettering. The cost is low — $2.00 to $3.00 for enough type to make from five to fifteen headlines — and the method is almost foolproof to work with.

The lettering comes in basically two types. The first, rub-off lettering, is easier to work with but is not re-usable. The letters are printed on an acetate sheet and stick to paper when the front of the acetate is rubbed with a pencil. The second type, in which letters are cut out and placed individually into position, is slower, but the letters are re-usable.

The cost of either method is so low that many staffs keep on hand a variety of different faces to use for striking effect in both editorial and advertising copy.

BORDERS

Several companies offer dozens of different border designs which are printed on a long acetate roll like tape and are quick and easy to position on a page. Styles include those below and dozens of others.



ARTWORK

Most yearbook companies provide their customers with clip-art books, and a few are published commercially as well. These books contain hundreds or thousands of professionally drawn line illustrations which may be cut out and pasted directly on ad copy. They can also be enlarged or reduced by your printer.

LETTERPRESS

While the aids discussed above are most useful for the offset publication, letterpress papers can make use of them too by pasting up ad copy using these aids, and having the printer make an engraving from the paste-up. While this is slightly more expensive, it frees the letterpress staff from the limitations of the printer's supply of type and borders. It is almost certainly worth the extra expense.

Since there are many outlets for the materials just discussed, no attempt will be made to provide a comprehensive list of where they can be obtained. Ask your printer. He will have the names and addresses of the suppliers closest to your home, and can tell you where to get the best price in your area.

DISPLAYING ADVERTISING

Most school newspapers present advertising on the inside and back pages, omitting advertising only on the front page and editorial page. There are several arrangements which allow good display of the ads as well as making the copy on the page easy to read. Although the examples below are illustrated with a five-column format, they apply in the same way to other formats.

Larger ads should be placed at the bottom of the page, often in a corner, but a simple rule for attractive page layout is that a smaller ad should never appear below a larger one. In addition, most advertisers and many editors feel that all ads should touch copy; in other words, that no ad should be completely surrounded by other ads, but should come in contact with a column of copy either at the top or at the side. While this is not universally true, particularly in the case of large ads which dominate the bottom of a page anyway, such a policy pleases advertisers and counteracts the occasional tendency to clump many small ads together.

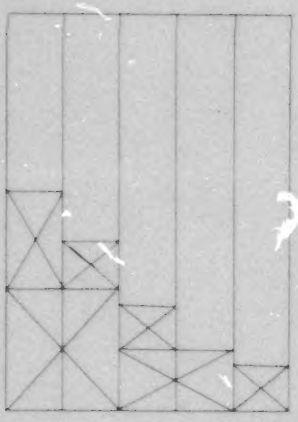
Below are a few of the most popular methods of arranging advertising on the newspaper page.

HALF PYRAMID

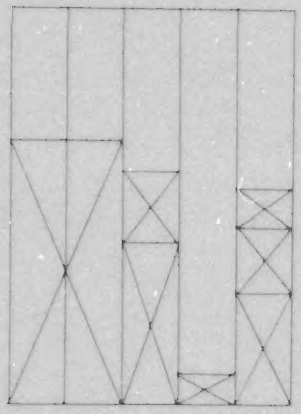
In this arrangement the reader reads into the ad copy that touches the stories. The largest ad is located in the inside lower corner of the page (right-hand corner for even-numbered pages and left-hand corner for odd-numbered pages) and surrounded stair-step fashion by smaller ads, building to a peak above the largest ad. This is the most common type of ad arrangement.

WELL ARRANGEMENT

Advertising copy peaks at about the same height on both sides of the page but one or two columns carry little advertising, being at the bottom of the "well" formed by the advertising. This arrangement may be particularly useful when there is much advertising to be carried on a page.



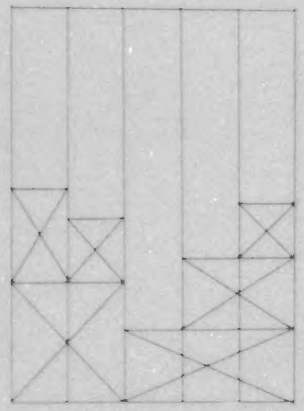
half pyramid



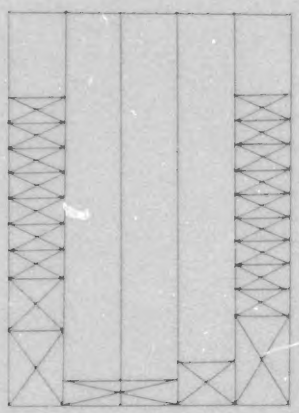
well arrangement

DOUBLE PYRAMID

This is also useful for pages on which much advertising is to appear. Large ads anchor both corners and advertising builds from a low point in the center of the page stair-step fashion to both sides. If one side is to be slightly higher than the other, the weight should be to the inside of the page.



double pyramid



panel

PANEL

This requires the stacking of ads of similar size on top of each other up to the outside columns. While this permits much unbroken space in the

center of the page for news copy, it probably lowers advertising readership and so is preferred usually only for variety.

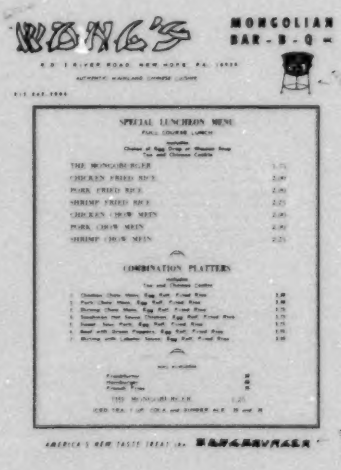
PRINTING METHODS

Letterpress printing is a dying art. In the last ten years, many commercial printers and school print shops have switched to offset printing, and the trend gives no indication of reversing itself. The savings offered by offset, in both time and money, have made the transition not only practical, but inevitable.

Reduced to its simplest level, letterpress printing is similar to the use of an ink pad and rubber stamp. The initial step, then, in producing a letterpress newspaper is to manufacture this "rubber stamp," which is actually made from molten type metal. Such lines of type (often referred to as linotype slugs) form the relief surface which is inked and ultimately produces a line of print in a letterpress newspaper.

But since this book is concerned basically with the funding of newspapers and yearbooks, let us turn to the production of advertising in a letterpress newspaper. Here too, a "rubber stamp" or relief surface must be produced, not only for advertising copy, but for photographs and illustrations as well. In a letterpress publication the relief plates for photography and art work are called "photoengravings," and constitute one of the major cost factors in producing a letterpress newspaper.

To illustrate the additional time and cost factors involved in a letterpress production, let us examine the total production costs involved in printing 1000 copies of the following 8½ x 11 circular on 120 lb. vellum finish stock.[1]



1. Information supplied by the Rambler Publishing Corporation in Smithtown, N.Y. The firm has recently switched to offset production, and the prices listed reflect the actual production costs of the printer.

	OFFSET COST	TIME		LETTERPRESS COST	TIME
composition	5.00	20 min.	composition	6.20	30 min.
artwork	customer supplies		artwork	customer supplies	
special material	none		special material	none	
engravings	none		engravings	10.50	
paper	7.50		paper	7.50	
press work	2.00	10 min.	press work	6.00	30 min.
TOTAL	$14.50	30 min.	TOTAL	$30.20	60 min.

Offset composition prices are based on a computer setting 4916 Compugraphic which can mix type faces through the use of code-punched tape. Letterpress typesetting involves three magazine changes for different types, all of which is a manual operation.

Naturally, the additional cost of labor and materials is passed on to the customer, whether the job is being done for a restaurant or a high school newspaper. It is not difficult to visualize the cost incurred in the production of an ad which utilizes some photography or artwork. What is difficult, though, is the decision a school newspaper must make in establishing its advertising rate card. Just how much of the cost factor can be passed on to the advertiser without making the advertising prohibitive, is an onerous, and frankly subjective decision.

Many letterpress newspapers have attempted to circumvent this knotty problem by producing a series of ads containing only body type from one of the publisher's type fonts. In many instances such a simple form of advertising layout is the only feasible means of attracting and holding advertisers. But while the result is economical, it presents little in the line of creativity, can actually detract from the artistic appeal of the newspaper, and may ultimately prevent reader recognition of the ad.

Large corporations and brand name products offer some relief to the letterpress paper by supplying lightweight "mats" which are easily molded into metal plates by the newspaper's publisher. Here again, however, the letterpress school newspaper is often at a disadvantage since most of its potential advertising revenue will be derived from local business interests which offer no mat service.

One advantage that is offered by letterpress production is that once the advertising plate has been molded it can be used again and again in the newspaper. Obviously though, this is not a complete solution for several reasons. First, the plates are bulky and must be stored somewhere at a cost (or certainly an inconvenience) to either the printer or to the newspaper itself. Second, an advantage exists only when an advertiser is content to run an identical ad issue after issue. Should he decide to change his copy or artwork, the original plate loses its value completely. Third, the production of a plate is an initial expense for the newspaper. Used over a period of time, the paper can anticipate additional long-range profits. However, if an advertiser ceases his association with the newspaper after only one or two issues, these profits will never be realized.

Letterpress does offer one definite advantage over offset, but even this exists in theory only. The final appearance or typography of a newspaper reflects the care and consideration which has gone into the manual production or pasteup of the publication. Critics of offset production point out that since printing is done essentially by photographic duplication, any errors in judgment of the copy's size, or even a slight movement in the layout of a column of print will be glaringly obvious in the final production of the paper.

Letterpress publications do not encounter these difficulties because columns of type can easily be lengthened by metal slugs placed between the lines, and columns of newsprint are held firmly in place by a metal form, thereby preventing any movement of the type prior to printing.

But while this theoretical criticism is true, in actual practice, it is rarely the case. Even the most professional pasteup jobs may occasionally slip, thereby printing a crooked headline or news column. Nevertheless, such criticism cannot reasonably be applied to offset printing in general. To presume such errors to be an inherent quality of offset printing implies the incompetence of the entire layout staff, or at best, occasional carelessness on their part. Careful training and close supervision reduce this criticism to a rare unpleasantry.

Perhaps the picture we have painted of letterpress printing is too severe. Letterpress has produced thousands of fine newspapers over a period of many years, and the body copy of a letterpress newspaper appears almost exactly the same as that of an offset production. Modern printing developments have, however, made offset desirable from both an economic and creative point of view. For the time being at least, offset seems to be *the* future of the newspaper industry.

The school that reproduces its paper by mimeograph can have attractive advertising, too, although careful work in cutting stencils is required. Ads may be simply drawn on in position and lettering done with a stylus and lettering guide. Few mimeo publications find it necessary to run advertising, however, because mimeograph is by far the least expensive method of printing.

THE PORTFOLIO

The following section is designed to show you the types of advertising other school publications have run. It is a good idea to compile a portfolio of the most attractive advertising your paper has run and paste them in a notebook to show prospective advertisers. A look at the following ads may give you a few ideas about what you should do with type and art — and what you shouldn't.

The newspaper advertising staff may find it useful to prepare a portfolio of the most attractive advertising designed by the paper, and give a copy to each salesperson. Potential advertisers are impressed by proven performance of the advertising medium in which they are investing, and nothing could be more convincing of the professional, businesslike manner in which their account will be handled than samples of quality work already produced by the paper.

HAGGAR
MUSTANGS
Quality tailoring and styles you would expect to find in slacks priced much higher

BRUMT'S
Downtown Marion
So Marion Plaza

SENIORS: Planning to attend college. Find Yourself EDUCATION in the AIR FORCE COMMUNITY COLLEGE. Earn college credits plus experience in your choice of careers. For details see TSGT. PAUL NIXON at 1318 N. BALDWIN or phone 674—3321 EXT 237.

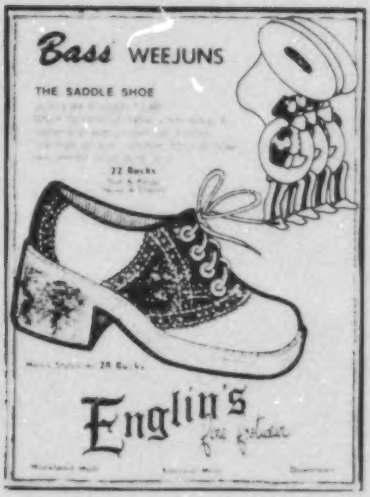
Kawasaki S-3 400cc sports bike.

Last year's popular S-2 350 now with a bigger engine for smoother cruising and more reserve power.

Kawasaki lets the good times roll.

Don Ehlerding
Kawasaki
1224 N. Baldwin

Survey
Marion (Ind.) H. S.



Red and Blue
Kokomo (Ind.) H. S.

LOEHR'S

LORD JEFF

Jefflamb Mini-Rib

This is the Look that anybody who is somebody will be wearing. Our sleeveless scoop-necked pullover gets a lean ribbing. The better to show off whatever you wear under or over! In 100% lamb's wool. Machine washable. In the mellowest new colors. $10.00

PURE WOOL

DOWNTOWN PROMENADE
and
RICHMOND SQUARE MALL

PHOTOGRAPHY
by Weaver

RICHMOND INDIANA

GUYS and GALS

ONLY **1** DAY LEFT

TO CHOOSE THAT SPECIAL
HOMECOMING OUTFIT

PANTS, TOPS, SHIRTS, VESTS, JEANS,
JACKETS, SKIRTS, DRESSES, OUTERWEAR

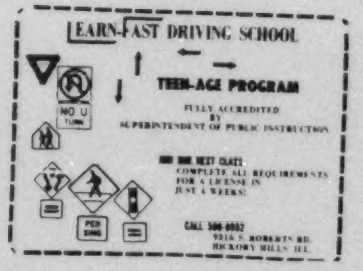
You name it — We have it!
LET US HELP YOU PUT YOUR LOOK TOGETHER
Make your first stop Our Shop —
Then score points in your outfit from the

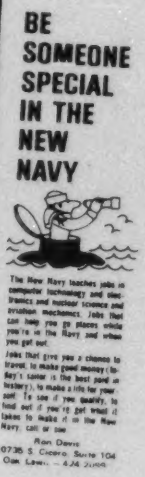
RICHMOND SQUARE MALL

SYCAMORE SHOP

The Register
Richmond (Ind.) H. S.

NOW—
LEVI'S®
NUVO'S®
WITH CUFFS
Popular LEVI'S Nuvo jeans in a new cuffed bell bottom. Same great LEVI'S fit . . . Sta-Prest® so they stay neat. Terrific choice of fashion colors.
Levi's
$13.
Also a complete selection of Levi's® Denim Bellbottoms, 27 thru 42. Just arrived, a new shipment of Levi's® Denim Jackets, sizes 34 thru 50
1,000 PAIRS OF PANTS TO CHOOSE FROM. NUVO FLARES, A COMPLETE SELECTION OF DRESS BAGGIES AND MANY OTHER STYLES.
S&S MEN'S and BOYS' WEAR
9215 W. 95th St. Phone GA 2-8044




BE SOMEONE SPECIAL IN THE NEW NAVY
The New Navy teaches jobs in computer technology and electronics and nuclear science and aviation mechanics. Jobs that can help you go places while you're in the Navy and when you get out.
Jobs that give you a chance to travel, to make good money (today's sooner is the best spot in history), to make a life for yourself. To see if you qualify, to find out if you'd get what it takes to make it in the New Navy, call or see
Ron Davis
10735 S. Cicero, Suite 104
Oak Lawn

The Spartanite
Oak Lawn (Ill.) H.S.

Your own credit card.

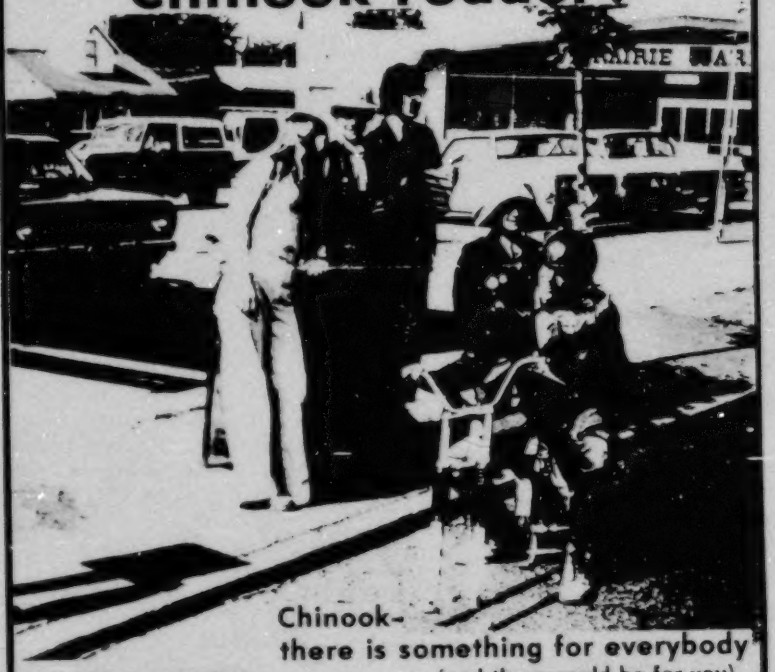
Use it wisely.

You've finally won it. The right to take credit in shaping America's future. You've waited a long time for your new privilege of voting at 18. Use it, responsibly.

FPL

Ye Pilgrim
Plymouth (Ind.) H. S

Can you spot the Chinook reader?



Chinook- there is something for everybody (and there could be for you).

Can you spot the Chinook reader. Don't be fooled by gimmicks. 1. **Moe Tercykle** - first grade dropout, never learned how to drive, just likes to ring the bell. Uses Chinook as shoulder pads so his leather jacket fits. 2. **Sue Perlook** - Spends so much time in mud packs that last year the Department of Agriculture tried to reclaim her. She uses Chinook as long hair curlers. 3. **Perry Keat** - extinct bird watcher, uses bird watching as a way to keep his eagle eye on the chicadees, and if he doesn't stop staring, Sue's boyfriend will make him an extinct bird brain. Last read Chinook on the bottom of a bird cage. 4. **Stu Dios** - Read all three editions of the Encyclopedia Britannica, wants to grow up and be a library. If looks were books, he'd be two weeks overdue. He thinks Chinook is a bus schedule, doesn't understand why football players are catching a ferry. 5. **Captain Ty Tanic** - Sank his ship while it was in dry dock. Thinks a porter is someone who builds a port. Uses Chinook as captain hats. 6. **All of them** use the Chinook some way. Why don't you try and use it?

The West Seattle Chinook
West Seattle (Wash.) H. S.

YEARBOOK ADVERTISING

The second section of the booklet concerns yearbook advertising. Again, the information presented takes the form of suggestions and guidelines, and can easily be adapted to fit the needs of many different types of publication situations.

Many of the principles of yearbook advertising are identical to those of newspaper advertising. Therefore, to avoid unnecessary duplication, reference will be made to specific material found in Part I, and the reader will be directed to turn back to it.

This section will deal with many of the same general topics discussed earlier, but the material presented is intended to apply primarily to yearbooks. The demographic survey may be found in Part I, but differences in its application to the preparation of the yearbook sales campaign will be discussed in Part II.

A yearbook must also keep careful track of finances, so samples of contracts and methods of keeping records, computing rates, and billing are presented and discussed.

Design and graphics are covered only briefly, in their unique applications to yearbooks; Part I contains the fundamentals of designing ads that sell.

There are various ways of arranging ads in the book, and several methods are presented and discussed. A portfolio of recent yearbook advertising concludes the section.

Many times yearbook staffs and advisers find it difficult to communicate with the representative of their publisher. Costs, specifications and responsibilities are not clear. The section on "Getting the Most for Your Money" will, we hope, help save some of those precious advertising dollars so you can put them to work in improving your book, not in paying hidden costs.

PLANNING THE YEARBOOK ADVERTISING CAMPAIGN

The technique of selling yearbook advertising is not greatly different from that of selling newspaper advertising, but it is often wise to make a slight shift in the emphasis of the campaign because of the inherent differences between newspapers and yearbooks.

THE PROSPECT LIST

Newspapers are rarely saved from one issue to the next, much less over a period of years. Yearbooks, on the other hand, are months in the preparation and are usually saved for years, sometimes for several generations. Because, then, of the much longer life expectancy of most yearbooks, ad-

vertising of a long-term nature for a product for which most students have no *immediate* need may be solicited. This does not soften the rule that a publication should neither solicit not accept advertising for a product or service which it has no reasonable expectation of selling. But it does open the field considerably in making available many merchants whose products are not usually purchased by students.

The prospect list can again be kept in a card file, and when the advertising campaign begins, cards for each prospect should be marked after the firm is called upon. It is simple, then, for a salesperson looking for a potential advertiser to call upon, to flip through the card file and obtain a list of those firms not yet contacted. The system also helps to keep the staff from annoying merchants with multiple sales calls by different staff members.

Once a list of prospects has been obtained, there are many ways of organizing the actual selling. It is usually more profitable to plan an intensive four-to-eight-week campaign than to work in a hit-and-miss fashion for several months. The campaign is best conducted during the summer months if the yearbook from the previous year came out in the spring, and just after the beginning of the school year if the previous book was a summer or fall delivery book.

Most often, staff members, working singly or in pairs, first request certain businesses where they feel they have a better chance of selling ads than other staff members. The community is then divided up geographically with each staffer or team assigned to one area. This, too, cuts down on multiple calls on a merchant.

Some schools make the selling of yearbook advertising a school project, with classes or homerooms competing against each other. One high school in Pennsylvania sold over $16,000 worth of advertising in 1973 in that way.

Most yearbooks also defray expenses through the sale of patron ads. Such advertising is usually sold to parents, friends, school personnel, and others such as physicians and lawyers whose professional ethics preclude commercial advertising. Such ads usually cost between three and ten dollars, for which the patron's name is inserted into a special section of the book. Sometimes the purchase of a patron ad entitles the patron to a free book, sometimes not, but if it does, staffs must take care that the cost of the ad covers the cost of the book and leaves a substantial amount to add to the receipts.

Some schools sell two types of patron ads, personal and commercial. Commercial patron ads are sold to businesses which do not want to purchase display advertising in the book but who are anxious to show their good will. They are usually charged somewhat higher rates than personal patrons, who are as described in the preceding paragraphs. There is some thinking that making commercial patron ads available cuts into the sales of display advertising, and undermines the attitude that most schools today

are trying to adopt – that advertising in a high school publication is not charity, but is good for the advertiser as well as the publication.

The use of patron ads in general seems to be declining for this same reason. If a student publication is trying to run on a professional basis, some advisers sense a double standard in asking people to be "boosters," and get nothing in return. And unless a school has a great many patrons indeed, patron advertising accounts for a relatively small percentage of the advertising income, anyway.

THE DEMOGRAPHIC SURVEY

The results of the demographic survey of student spending patterns should certainly be utilized. Most merchants fail to realize the amount of money students pump into the local economy every year, and if these figures are expanded into the amount students may be expected to spend over even the next ten years (remembering that yearbooks – and their ads – last longer than newspapers), the figure is even more striking.

The question on the survey asking whether students play a role in deciding on major family purchases should be particularly pointed out to the prospective yearbook advertiser if the answer is strongly affirmative. A roofing and siding contractor may argue that he does no business with high school students, but it is fair to remind him that 1.) most parents read the yearbook, too, and 2.) those high school students will have homes, families, and *houses* in anywhere from just a few months to just a few years, and his yearbook ad will be seen dozens of times by then. Yearbook advertising *is* good business.

STAFF INCENTIVES

Some yearbook staffs are highly self-motivated, others are not, but even for staffs whose greatest reward is the doing of a job well-done, selling advertising is hard work. So many publications have a program of incentives which both reward the hard workers and give staff members tangible awards to shoot for.

Not all advisers agree with the philosophy of awarding prizes or awards to top salespersons, contending that it results in a more careless approach to work not offering a tangible reward. Other staffs offer no prizes because of regulations to the contrary by local school officials. Staffs offering such incentives, however, use several methods.

A few staffs give salespersons monetary commissions on what they sell, usually from three to five percent. Others grant special trips, dinners, workshop fees, etc. Many schools give free or reduced-rate advertising to a few merchants who donate substantial prizes to be awarded to outstanding advertising sales work.

Whether or not the incentives result in more ad sales is difficult to determine except in individual cases. Some staffers require no incentive, some

cannot be coaxed and cajoled into selling ads for anything and others respond to the offer with genuine determination to win. Most books have some system of incentive or reward, but the form it takes is best determined by the school's needs and the adviser's philosophy.

BUSINESS PROCEDURES

Unlike student newspapers, which work throughout the school year at selling advertising and should, therefore, have a regular ad staff, the yearbook staff in most schools concentrates its sales campaign into a relatively short period of time, and all staff members take part in selling ads; the business department often consists of only one or two full-time people: an ad manager, who designs ads and advertising sections, and a business manager, who keeps the books. Sometimes the ad manager does both jobs.

Because so many different people are involved in the yearbook advertising process, record-keeping can be difficult and tedious unless a well-organized system is set up at the beginning of the year. The money that comes in at the beginning of the year must be enough to see the book through, so goals must be carefully set, and records be kept complete and up-to-date. If that is done, financial success is assured.

ESTABLISHING ADVERTISING RATES

It is a must to check advertising rates each year to make sure they are enough to cover printing costs. Although it is rarely necessary to change the basic page rate more than five or ten dollars at a time, the adviser or business manager must be able to do so at will, and the new school or new adviser will want a system for computing the rate. The chart suggested below, similar to that suggested earlier for newspaper rates, should provide an accurate financial summary.

Expenses

Printing ..... $

(This should include all your anticipated payments to the yearbook company: printing, special effects, cover, color, supplement, proof corrections, shipping, etc. A reliable company representative should be able to estimate these very closely if you can provide a clear set of specifications.)

Photography ..... $

(Difficult to estimate. If in doubt, check last year's figures or set an upper limit and *stick to it.*)

Dues, contests, conventions, workshops ..... $

Supplies ..... $

Postage and telephone ..... $

Awards, prizes, etc. ..... $

Equipment, purchase and/or repair ..... $

Sub-total ..... $

Emergency ..... $

(Since no budget is foolproof, and emergencies do arise, we recommend that an additional five per cent of the subtotal be added into the projected expenses. This should cover price increases, unexpected equipment breakdown beyond that projected, and other unforeseen expenses.)

Total ..... $

Income

Projecting yearbook income is a risky but necessary business, for it is necessary to set goals for both sales and advertising, and the failure of either campaign to meet its goal can put the book in serious financial jeopardy. Goals must be realistic, and possibly a little conservative, but just knowing how many books or ads you have to sell is a major first step toward making your goal.

From school board, book rental fees, activities ticket, etc. .....$

Sales .....$
(Multiply the number of books you plan to actually *sell* by the average price per book. Don't count those you give away — to school board members, other schools, keep for publications use, etc. — because these books are liabilities, not assets. Try to keep them to a minimum.)

Sale of pictures .....$
(Many schools receive commissions from the studios that photograph their underclassmen or seniors, but the distribution of these funds varies widely. Some schools add the entire amount to the general fund, others give the entire amount, or part of it, to the newspaper or yearbook accounts.)

Total .....$

Needed from advertising .....$
(Again, for safety's sake, set your advertising needs about five per cent higher than the actual figure required.)

The dollar figure you arrive at by following these guidelines (see illustration 15, sample worksheet) should be the minimum goal of your advertising sales campaign. But how do you determine what to charge for a page of advertising, your basic rate?

When making initial plans for the book, it is necessary for the yearbook staff to allocate a certain number of the total pages in the book for each section, and advertising space should be allotted at the same time. A yearbook will typically carry from ten to fifteen per cent advertising, with some variation possible, so plan on a figure in that range. Then, simply dividing the number of pages of advertising planned into the amount of money needed will produce your page rate. Again, it is a good idea to add five to ten per cent to this figure, if possible to provide an emergency cushion.

Whether or not to increase the rate for smaller ads and give a discount for larger ones is up to the publication. Yearbooks all over the country operate successfully both ways so the decision must be a product of each yearbook staff after evaluating the success of past campaigns, and the response from potential advertisers.

SAMPLE WORKSHEET

printing	$12000	from school board, etc.	$ 0
photography	$ 300	sale of book	$ 9000
dues, contests, etc.	$ 100	sale of pictures	$ 1000
supplies	$ 50	other	$ 0
phone, postage	$ 75	total	$10000
awards, banquet, etc.	$ 50	needed from advertising	$ 3256
equipment	$ 50	5% cushion	$ 163
sub-total	$12625	total needed	$ 3419
5% emergency cushion	$ 631		
total	$13256		

1. total needed $3419
2. number of pages of advertising 28
3. base rate per page $122 (1 ÷ 2)

THE CONTRACT

The advertising contract for the yearbook is very similar to that for the newspaper. It is brief and clear, but it covers all basic details of the agreement between the yearbook and the advertiser.

The first part of the contract outlines the agreement and sets forth the responsibilities of the publication and of the advertiser, and contains space for the signatures of representatives of both the book and the company.

As discussed previously, two copies should be made, one to be kept by the advertiser and one to be filed with copy, artwork, photographs, and other materials for the account, in the publications area, where it will be accessible to both the business staff and the adviser.

The contract should also indicate, for convenience sake, whether the advertiser paid at the time he signed for the ad or if he is to be billed, and if the latter, when he should be billed.

The schedule of charges should also appear on the contract, detailing the rate for each size ad available, and a list of extra-cost items.

So many schools use photographs in all or most of their ads that many books no longer consider photography an extra item but include it in the price of the ad. But many schools do overlook one almost embarrassingly obvious way to cut their own color costs or to get color into their books at little or no cost — sell the advertiser color in his ad! Many advertisers are willing to spend money for color that will make their advertising distinctive and quickly noticeable on a page of advertising.

By passing the cost of color along to the advertiser, the school can get the rest of the eight-page printing flat printed with the same spot color at little or no cost — a real savings with books using more and more color.

1976 CACTUS
MARION HIGH SCHOOL
MARION, INDIANA

The undersigned firm agrees to use ..... page of advertising in the 1976 CACTUS, a publication of Marion High School, Marion, Indiana.
Charges will be as described below. Copy must be provided to the CACTUS by October 1, 1975. Cost of the advertising includes a photograph which may, at the option of the advertiser, be used with the ad.

signed ..... firm name .....
title ..... address .....
CACTUS ..... phone .....
date .....

PAYMENT: $..... cash $..... check

Please bill us in: ..... October
..... November
..... December
..... January
amount due $.....

charges:	one-eighth page	$20.00
	one-quarter page	$30.00
	one-half page	$60.00
	full page	$120.00
	one applied color	$25.00
	full color from print or transparency	$125.00

Copy will appear in the CACTUS as indicated below, or a CACTUS representative will call for copy before October 1, 1975.

Finally, the contract ought to contain a space for copy to be indicated, and a promise that if copy is not specified on the contract, it will be called for by a specified date, reassuring the advertiser that once he has signed a contract and paid for his ad, he will not be forgotten. Such a promise gives further indication that the yearbook staff is as interested in serving the advertiser as it is in getting his money. A number of suggestions for servicing accounts are given in the newspaper section of this book.

RECORD-KEEPING

Just as important as selling the original ad is the business of keeping track of the advertising which the yearbook is committed to running, and a list of billing information. Therefore, after all advertising is sold and filed alphabetically in the publications area, it is useful to make a master list of essential information on which basic data about each account can be recorded.

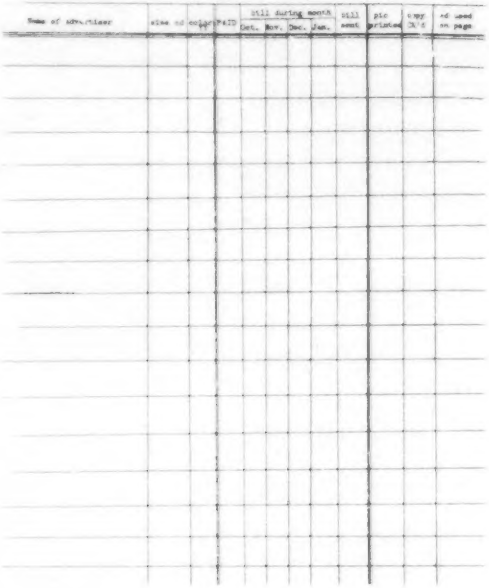
An alphabetical list should be made and can be done conveniently on a form such as the one illustrated. The form lists the name of each advertiser, the size of his ad, and whether or not color is to appear in his ad.

The next several columns of information concern billing information. One column is to mark the account paid if the advertiser paid at the time the ad was sold, or after the business manager has received his check. Columns can also be included to indicate when the account is to be billed, making it easy for the business manager to tell at a glance what firms to bill each month. A final column should be added to indicate the date each bill was sent. This helps the adviser or business manager quickly answer any questions from the advertiser over the telephone, without the necessity of digging out the entire file for the account.

It is also desirable to add a third series of columns which indicate the degree to which work on each ad has progressed. The advertising manager can mark appropriate columns showing that he has the necessary photographs, if needed, for each ad, that copy has been sent or approved by the advertiser, and that the ad has been assigned to a page, making all essential information about every ad in the book instantly available to the advertising staff and the adviser. Such a comprehensive outline will also ease the pangs of transition in the event of a change in advertising personnel or adviser in the middle of the year.

BILLING

The billing form and procedures for a yearbook are substantially the same as those for newspapers, so the discussion of billing in Part I need not be repeated for yearbook.



DESIGNING THE AD

Since there are no fundamental differences in designing display advertising for the yearbook instead of the newspaper, the material presented in Part I will not be repeated. There are two differences to keep in mind, however: size and reproduction quality.

Yearbook ads will usually be somewhat larger than newspaper ads. Therefore it should be possible to design more consistently attractive advertising. There are no one- and two-inch ads to worry about, so the advertising manager must be sure he understands the principles of advertising design, since he will have a greater opportunity than his newspaper counterpart to make use of art, photographs and bold display type.

Because yearbooks are printed on more expensive paper stock, photographic reproduction is better. Many schools take advantage of this to liven their ads by running many photographs in the ads. To ensure high readership, it is usually wise to include students from the school in the ad – preferably *not* the same students who get their pictures in the book for a dozen other things as well. This will have the added advantage of helping sales.

Well-designed, carefully planned ads only enhance the appearance and value of any yearbook, and as much care should be taken in planning the advertising spreads as that used in preparing the homecoming spread, or the spread about the yearbook staff.

GRAPHICS

Since most school yearbooks are now printed by the offset method, it is possible for a school to save a little bit of money and produce much more striking advertising by pasting up their own ads, just as they would for a newspaper. Advertising staffs may choose type styles from the hundreds offered by the dry transfer lettering manufacturers discussed earlier, instead of the ten to twenty rather plain styles offered by most yearbook publishers. Different border design for each spread, extensive use of hand art or clip-art, and the ability to see the finished ads even before the proofs come back, make ad pasteup in the school worth considering. In addition, most yearbook publishers give small discounts for such work done out of the plant.

See Part I for further discussion of inexpensive graphic effects now available.

DISPLAYING ADVERTISING

Few yearbooks revise the way they organize and display their advertising from year to year, usually because it never occurs to them that they can do so. But there are some real advantages, both financially and in developing the book, to re-evaluating this area occasionally.

There are two convenient methods of displaying advertising, if ads are

to cover an entire page or more of the book: by using a basic unit of one-eighth page, or a basic unit of one-sixth page.

In the former case, ad sizes would be one-eighth page, one-quarter page, one-half page, and full page. In the latter, sizes would be one-sixth page, one-third page, two-thirds page, and full page.

Neither of these systems is, in itself, any better than the other, but there are several reasons for considering a change, one being the fact that it gives the advertising section just a slightly different appearance than it has had in the past. Just this first step may be enough to convince the staffs of some books which have followed the same basic organizational plan throughout the book for several years that other changes might be in order to keep their book up-to-date and alive.

There are advantages, too, when it becomes necessary to raise advertising rates. For a book that has been using the basic one-sixth unit, all that is necessary to raise rates is to retain the same rate per step, but adopt a one-eighth page base. Thus, if your schedule was:

one-sixth page	$ 20
one-third page	$ 40
two-thirds page	$ 80
full page	$120

simply adjust your rate schedule to:

one-eighth page	$ 20
one-fourth page	$ 40
one-half page	$ 80
full page	$120

Since relatively few ads sold are full-page ads, revenue per page will increase by $40 per page. Of course the change in ad size should be pointed out to prospects who have advertised previously, but this is probably the least painful way devised of raising advertising rates.

For a school using a one-eighth page base the best solution is to simply raise the rates, but for all salespersons to be certain to point out that ads will now be larger and fewer to the page, so the advertiser sees an increase in service to him in exchange for his extra money. A typical example of such a rate increase might look like this:

OLD RATE:	one-eighth page	$ 20
	one-fourth page	$ 30
	one-half page	$ 60
	full page	$120
NEW RATE:	one-sixth page	$ 30
	one-third page	$ 50
	two-thirds page	$ 95
	full page	$140

Such a revised rate schedule would result in increased revenues of from $20 to $80 per page.

Whichever method your book uses, keep one thing in mind about layout: it is not necessary that all pages of advertising look like window panes with all segments being only slightly horizontal or vertical. It is often more attractive to run a one-third or one-half page ad vertically instead of horizontally, or a quarter-page ad across the entire side or bottom, instead of in one corner.

Besides the decision on the basic size to use for advertising, one other major bit of organization remains to be done: where to put the ads in the book.

Traditionally, advertising has been carried in a single section, nearly always at the back of the book, and while many schools continue to do this, the trend has been in other directions. The realization that the school publication has an obligation to the advertiser to help sell his product, and that advertisers were often being ill-served by crowding all their advertising into an area that could be conveniently ignored by readers, persuaded many yearbook staffs to seek other methods of presenting advertising.

The first step was to add photographs, usually of students, to most of the ads to draw readers' attention to them. Few schools today stick to the old system of panel advertising where the firm's name and address and one-line message are presented in a neatly ruled little box. Schools which *have* retained the entire advertising section in the back of the book now frequently lay out the pages to resemble the rest of the editorial content of the book, and include body copy about the advertiser or his product. Others include interesting and readable feature articles about the community in the ad section and incorporate many candid shots.

Quite a number of schools have abandoned the idea that all advertising must be in a single section of the book, and have begun to place a spread or two of advertising after each of the editorial sections of the book. This system pleases advertisers, for readers must pass through ad copy to get to the next section of the book, and readership of their ads is thereby increased.

Finally, a small but growing number of books are converting to a true magazine style of advertising, in which advertisements and editorial copy appear together on spreads throughout the book. Advertisers like this even more, of course, but yearbook editors usually like it less, finding it more difficult to incorporate an ad into their layout patterns. Some readers also feel that it detracts from the overall effect of the book. No clear-cut trend has yet developed on this method.

A few books have tried a variation on the latter method by limiting advertising to one-line messages which appear unobtrusively at the bottom of each page. It is questionable, however, whether this performs much of a service to advertisers, and soliciting this type of advertising appears no

different than asking for businesses to "boost" the yearbook with ads of the panel variety.

However ads are displayed, one thing is a must: the index to the book should always include an index to advertisers. Merchants appreciate it and it makes it much easier for any reader to find what he's looking for.

GETTING THE MOST FOR YOUR MONEY

Do you know what costs extra and what does not in your yearbook?

The following list of yearbook specifications has been provided to help you communiate with your publication representative. Hopefully these specifications will help you when dealing with your yearbook representative.

I. Basic information and requirements:

A. Indicate the exact size of the book you want.

B. The number of copies will depend upon the number of students in your school. Indicate the number of copies you want.

C. Know exactly how many pages you want and work around that number.

D. Know how the printing of your book will be done. Offset is usually preferred.

E. The paper in your yearbook should be eighty pound number one grade, and should be selected from no less than four possible finishes.

F. The yearbook cover should be class I, smyth sewn, book bound, hard case, binding long, and fabricoid in either litho or silkscreen. Choose your cover from a minimum of ten fabric selections.

G. Brown or blue line proofs should be used and provided for the entire book.

H. Concerning the composition of the book, there should be provided a minimum of four kinds of body type, serif and sanserif in 6, 8, 10, and 12 point type. Use of the above types should be unlimited. There should also be a minimum of ten headline styles and the free use of 18, 24, 30, 36, and 48 point type. Six pages of solid type should be provided at no extra cost, plus four styles of display type. Have indicated the rate of discount per sixteen pages for headlines done by the staff.

I. Concerning special effects, require the use of five special effects at no extra charge. There should be no charge for reverses,

100 percent blacks, 30 percent grays, 60 percent grays, and bleeds. Mortises should not be charged extra. The unlimited use of hairline, border rule, up to and including 6 point including reverses and overprint, should be guaranteed. One hundred twelve pages of spot color should be included at no extra charge.

J. Freight and two duotones per flat should be included.

K. Include all mounting, reduction and enlargements of pictures. There should be no charge for the use of tooling lines, or for the request of *no* tooling lines.

L. As far as the yearbook is concerned, the academic school year runs from August 18 to August 18. Final copies should be delivered to your plant no later than June 10. Books will then be received from your company no later than August 18.

M. The base price should then be listed and the cost for the spot color included in the base price itemized.

II. Special costs:

A. On the basis of the previous specifications, determine the cost of extra signatures, and the cost of printing end sheets differently, front and back, colored end sheets included. Determine the expected price adjustment by subtracting the pages in multiples of sixteen from the total number of pages in your yearbook.

B. Determine the cost for editorial changes, additions or deletions per page.

C. Determine the cost for printing each book in addition to 1,000.

D. Determine the cost for printing pages in addition to the number of pages in your book in multiples of eight.

III. Process color specifications:

A. One four-color transparency on a two page spread should be included.

B. Determine the cost for four-color transparency on a natural spread. Include cost of multiple seperation.

C. Determine the cost of additional four-color transparency on the same eight page flat.

IV. Spot color:

A. Determine the cost for spot color on additional eight pages of a flat.

V. May it hereby be understood that:
If the printer makes charges for additional services, procedures, or items, he must indicate in detail such charges here:

VI. Other considerations:

A. Submit a schedule of copy requirements, but (your school) reserves the right to determine its own deadline schedule.

B. The representative should submit two or three yearbook references from schools in your area.

C. All materials, mounting boards, proportion wheels, cropping "L's", copy forms, layout sheets, should be included in cost.

D. List any additional items or services your company or representative will provide (your high school).

signature of company representative

signature of representative who will service this contract

THE PORTFOLIO

This section also concludes with a brief selection of yearbook ads from around the country demonstrating some of the ideas discussed earlier. It is to the benefit of a yearbook salesperson to carry a copy of the book for the last year or two on sales calls to present to potential advertisers. As it was stated before, a proven record of performance will do half the selling job.

Conducting a successful sales campaign, keeping errorless books, and designing attractive and persuasive ads are not always easy jobs, but they are vital jobs on both student and professional publications, and are satisfying when successfully done. The business side of student publications often escapes attention and recognition, but a skillful business manager or advertising manager contributes just as much to the success or failure of a publication as any member of the editorial board.

This has been one approach to the solution of the financial woes that beset many publications. There are others. But adapted to the situation in which each publication finds itself, it may help to produce more stable and successful newspapers and yearbooks.

for fall . . .

Homecoming Queen Michelle Delp will be ready for cold autumn winds in her smart bike jacket of vinyl and fake fur . . . $36. With it, STRINGBEAN plaid pants . . . $16. and a PANDORA turtleneck . . . $9.

A HANSEN brimmed cloche and MARGOLIN leather purse complete the picture. We'll help you put them all together, for they're

all at . . .

Bosworths

first in fashion

Larry Greenlee shows you just one of the fine coats available at TREAT'S SQUIRE SHOP backed by rows and rows of new ideas in slacks and as many sweaters. Visit TREAT'S SQUIRE SHOP'S "End Zone" for the latest in young mens' and young ladies' apparel.

Treat's SQUIRE SHOP

Plymouth

Beanpicker
Pompano Beach (Fla.) H. S.

El Viajero
Coronado H. S., Lubbock, Texas

Holiday Fashions, Inc.
Fashions not only for holidays, but everyday
can be found at Holiday Fashions, Inc. in
the Sherwood Mall. They have the latest

Warwick
Warwick H. S., Newport News, Virginia

Fast motorcycles, flashy cars offer variety in tastes

Zintsmaster Motors is starting a new tradition——a tradition of quality and service. Go in and see the new guys at Zintsmasters and drive away in a new car.

Complete service is the name of the game at Don Ehlerding Kawasaki. Whether it be a child-sized mini-bike or a brand new 900, Don has it all.

Have old furniture brought to life at Bauman's Upholstery where services range from recovering furniture to hanging custom-made drapes.

Running routes from Ft. Wayne to Richmond since 1871, their tradition of fine service is still going strong. Next time call Teeple Truck Lines.

Adams Builders Supply is headquarters for all building needs from spouting to cement.

Left: A NEW CADILLAC, OLDSMOBILE, OR AMERICAN MOTORS CAR FROM ZINTSMASTER MOTORS IS A REAL "JAM"—Jim Remking, senior. Below: *FOR OVER 100 YEARS PEOPLE HAVE BEEN TRUCKIN' WITH TEEPLE TRUCK LINES*—Jim Remking, Greg Wilkinson, Tamie Swarts, Bruce Lybarger, Randy Merriman, John Elder, seniors, Tim Bauman, sophomore.

Legend
Bellmont H. S., Decatur, Indiana

Fran Evans and Cheryl Harp look ready for fun and games in their new togs from the Toggery.

Steve Cassatt was thrilled when Tracie Schneider promised to teach him to crochet, but this isn't what he had in mind.

Towayam
Winter Park (Fla.) H. S.